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Wiki # 6

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CBSE 7201T Fall 2012

(1)

Kaymaki, S. (2012). A review of Studies on Worksheets in Turkey. *US-China Review A.*

Retrieved fromhttp://ehis.ebscohost.com.ez-poxy.brooklyn.ciny.edu

The article assesses the use of worksheets in the Turkish educational system as an instructional material in helping students to engage in active learning, and learning -by -doing in and out of the classroom. A qualitative study was done using 28 master thesis and dissertations listed on the Turkish educational science literature about worksheets. Research finding indicated that (% 89.3) of the documents are thesis, majority of the study reflect the implementation of worksheet, majority of the studies were done using worksheet in primary and secondary education, and work sheets have subject richness.

(2)

DeVries, B. A. Vocabulary assessment as predictor of literacy skills. (2012). *New England*

*Reading Association Newsletter,* 3. Retrieved from <http://ebhis.ebscohost.com.ez->

Proxy,brooklyn.cuny.edu

The article looks at the importance of assessing students’ vocabulary to determine their comprehension level in order to implement literacy skills. Students should be assessed formally and informally, formal assessment are standardize so they are valid and reliable, Informal assessment are not given under standardized condition. Teacher can use many forms of formal assessment such as pretest, maze test, cloze test and checklist based on state standard, observing students working in small group and converse with them is the first indicator teacher can use to determine if students are limited in vocabulary. There are many strategies to build vocabulary once teacher has determined the vocabulary needs of students based on the assessment.

(3)

Pincus, A. R. H. (2005). What’s a teacher to do? Navigating the Worksheet curriculum

*Reading Teacher*, (59). Dio: 10.1598/rt.59.1.8

The article gives a guide to elementary school teacher to decide whether to us workbook/work sheet and how to use them, the guide involves three general questions relating worksheet to school curriculum as learning activities in a classroom should be goal driven based on the curriculum. The general questions are (1) Does the worksheet aim at research based goal? (2) Does the worksheet employ effective and efficient means to reach the goal? and (3) how can this worksheet best be used for instructional modeling, for guided practice, or as a pre-or post test(and if so what does the teacher learn)? Evaluating worksheet using this model help teacher to explain their decision to collogue, other stakeholders and even student who sometimes question why do we have to do this?

(4)

Chomsky-Higgins, P., Kanfer, J., Lipson, M. (2011). Diagnosis: The Missing Ingredient in

RTI Assessment. *Reading Teacher,* 65. doi: 10.10002/TRTR.01031

The article focuses on the use of the Response to Intervention (RTI) assessment for diagnosing students weakness in literacy in order to implement literacy strategy based on students need; gather for students data. Because the RTI model was designed to use with students with learning disability when using it for placement purpose educator have to pay keen attention to the quality of measurement us as it can give incorrect correct outcome. A research was conducted by the authors by In a Vermont School suing the model. The started by looking at global reading levels then focused on the component areas of reading, e.g. word recognition, fluency and comprehension and constructed physical profile of student.

(5)

Kirylo, J. D., & Millet, C. (200). Graphic organizers: an integral component to facilitate

comprehension during basal reading instruction. *Reading Improvement,* 37. Retrieved from

<http://ehis.ebscohost.com.ex-proxy.brooklyn.cuny.edu>

The article focuses on incorporating graphics organizers with basal readers to develop literacy skills. The use of graphic organizer is a practical approach to help learner link new knowledge into exiting schema so that they can build on existing knowledge; unlike the traditional practice of basal reading instruction which limits a child construction of knowledge. Graphic organizer can reduce a dependency on rote learning and memorization by a step by step approach by adding one new component one at a time.